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IN-CLASS GROUPING TO CARE FOR INDIVIDUAL NEEDS.

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AN IN-CLASS GROUPING PLAN IS PRESENTED FOR AIDING STUDENTS ENTERING HIGH SCHOOL WITH INSTRUCTIONAL READING LEVELS AS LOW AS GRADES TWO AND THREE. THESE PUPILS WERE ASSIGNED TO A CLASS CALLED READING 1 AND WERE TO CONTINUE TO READING 2, 3, OR 4 FOR A TOTAL OF FOUR SEMESTERS OR UNTIL THEY HAD REACHED A SEVENTH-GRADE INSTRUCTIONAL LEVEL. MOST OF THE TEACHERS HAD A READING SPECIALIST LICENSE, AND MOST CLASSES WERE TAUGHT IN A SPECIALLY EQUIPPED DEVELOPMENTAL READING ROOM. ON THE BASIS OF TEST SCORES ACHIEVED ON THE GATES READING SURVEY, THE LORGE-THORNDIKE NON-VERBAL INTELLIGENCE TEST, THE STANFORD-BINET INTELLIGENCE TEST, THE BOTEL READING INVENTORY, AND ON THE PEABODY PICTURE VOCABULARY TEST AS NEEDED, CLASSES WERE DIVIDED INTO THREE GROUPS. FOR EXAMPLE, IN A READING 1 CLASS OF 15 STUDENTS, GROUP 1 HAD SIX PUPILS WITH A FIFTH-GRADE INSTRUCTIONAL LEVEL, GROUP 2 HAD SIX PUPILS AT THE FOURTH-GRADE LEVEL, AND GROUP 3 HAD THREE PUPILS AT THE SECOND- OR THIRD-GRADE LEVEL. DURING THE READING PERIOD, ONE OF THE GROUPS WAS GIVEN INSTRUCTION WHILE THE OTHERS WORKED ON A BASIC ASSIGNMENT. A VARIETY OF MATERIALS AND TECHNIQUES SUSTAINED INTEREST. A WEEK'S PROGRAM IN READING 1 IS DESCRIBED. THE MATERIALS USED IN THE PLAN ARE LISTED IN THE BIBLIOGRAPHY. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 4-6, 1967). (RH)

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IN-CLASS GROUPING TO CARE FOR INDIVIDUAL NEEDS

SEQUENCE V -- CLASSROOM ORGANIZATION

About ten per cent of the pupils who enter high school in the Evansville Public Schools are unable to read well enough to be placed in regular English and literature classes. These pupils are assigned to a class called Reading I in their freshman year and may stay in Reading II, III, and IV for a total of four semesters or until they are able to read at a seventh grade level. No English credit is given for Reading II, III, or IV. Reading I is also offered during the summer so that an eighth grade pupil can be admitted to regular classes in the fall if he can work up to a seventh grade level.

Most of the teachers of Reading I - IV have reading specialist

licenses which are issued by the state of Indiana in accordance with standards presented by the International Reading Association. Each high school has one reading specialist who teaches all developmental reading classes and most of the Reading I - IV classes in a specially equipped reading room. Federal and local funds have been used to provide proper shelving, materials, and equipment. Figure 1 shows a diagram of a high school reading room which has ample space, shelving, and equipment.

The pupils who are enrolled in Reading I have had a combination of problems which have contributed to their lack of success in reading. One of the Reading I classes is located in a high school in the center of the city where a large number of pupils enter high school with reading problems, and the members of this class of 15 pupils have backgrounds which have resulted in low academic achievement.

A number of different circumstances await pupils such as these in their high school language arts program. One way is to not ability group so that they can compete in regular classes and become failures. Another way is to place them in ability groups and assign them to a new teacher on the staff who has neither the desire nor the training to work with "slow learners." Such programs as these will surely result in low achievement and poor attitudes. Even ability grouping and a variety of good materials cannot insure success unless they are utilized by a good reading teacher. Another way is to assign the pupils to a reading specialist who has materials and facilities to provide a good program. The remainder of this paper is a description of good reading programs for those 15 children using good classroom organization.

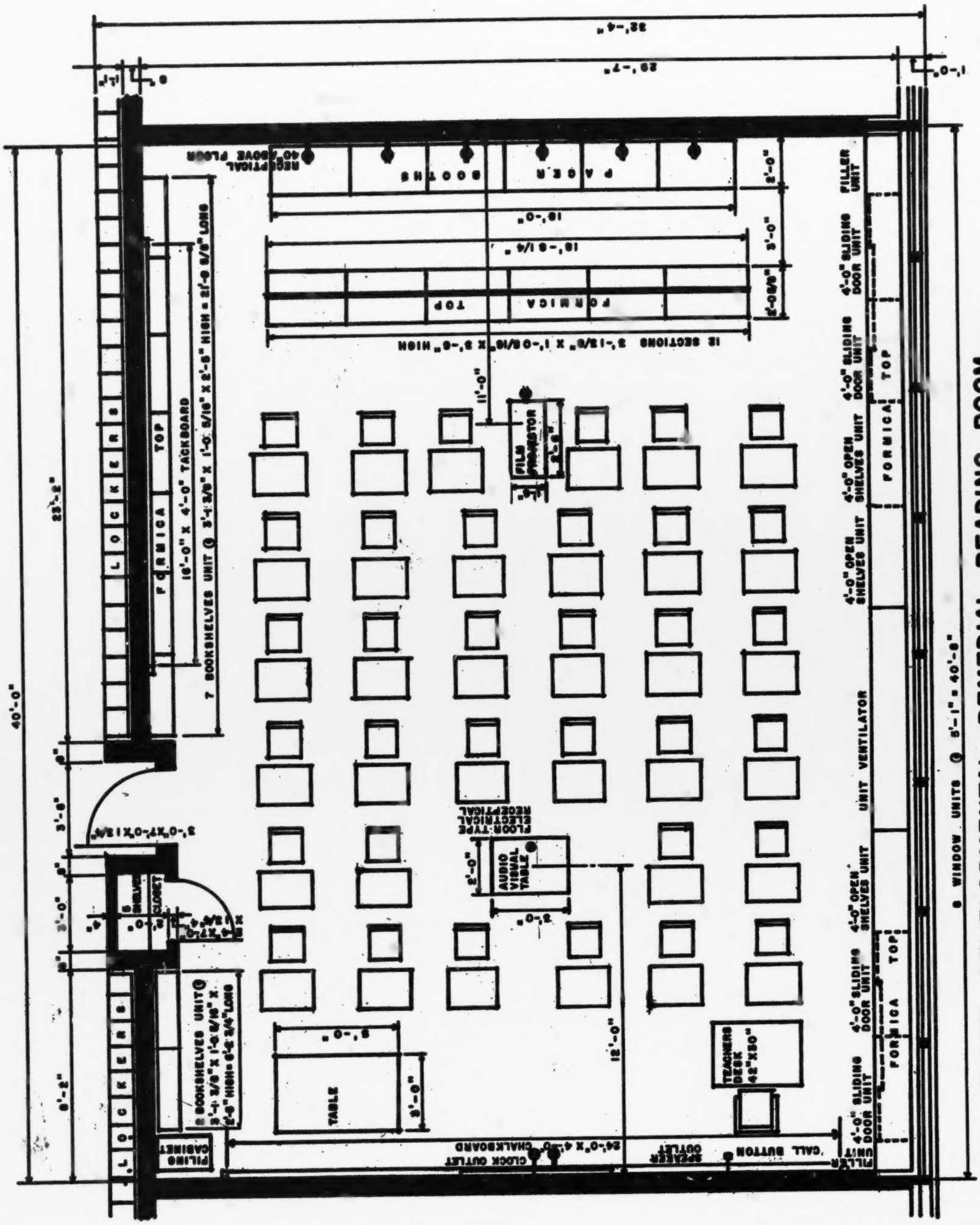
HIGH SCHOOL DEVELOPMENTAL READING ROOM
SCALE 3/16"= 1'-0"
12 SECTIONS 3'-1 3/8" X 1'-0 5/16" X 3'-6" HIGH
BOOKSHELVES
PEGBOARD
FORMICA TOP
FILM PROJECTOR
TABLE
AUDIO VISUAL TABLE
TEACHERS DESK 42"X30"
FILING CABINET
CLOCK OUTLET
SPEAKER OUTLET
CALL BUTTON
4'-0" SLIDING DOOR UNIT
4'-0" OPEN SHELVES UNIT
UNIT VENTILATOR
WINDOW UNITS @ 5'-1" = 40'-0"

Figure 1

The pupils were tested at the beginning of the year with the Gates Reading Survey and the Lorge-Thorndike Non-Verbal Intelligence Test. Some had been given the Stanford-Binet Intelligence Test in past years, and the Botel Reading Inventory and Peabody Picture Vocabulary Test were given as needed. The mean for the Gates Reading Survey was 4.7 with a range from 2.0 to 5.7. The mean of the Lorge-Thorndike Test was 87.6 with a range of 71 to 106.

As a result of the testing, the pupils were divided into three groups. Group 1 had an instructional level of grade 5, Group 2 a level of grade 4, and Group 3 a level of grades 2 or 3. Six of the 15 pupils were placed in Group 1, six in Group 2, and three in Group 3.

The teacher found from the cumulative records and from talks with the school counselor that the pupils had many problems in school and at home. There was an average of 5.6 children in each family with a range of 2 to 11.

Eight of the 15 children had no father in the home. Fourteen out of 15 had medical or dental work that had been done through the schools. Eight were discipline problems in other high school classes. The pupils had attended an average of four elementary schools with a range of one to 12. Most of the average reading grades on their cumulative records were low.

These statistics are interesting, but they have more significance when applied to individuals. Jim had five brothers and sisters and did not live with his father. His reading readiness score in first grade was average, but he had low grades in reading throughout his elementary

career. He needed glasses which were provided with funds from Title I. Jim was assigned to Group 1.

Edith, a member of Group 2, came from a family with 11 children and now has two of her own. She attended five public and two parochial elementary schools. She had talked frequently with her counselor but seemed to continually get into trouble.

Shirley was a member of Group 3. She attended five different first grades and a total of 12 elementary schools in Indiana as well as some others in Kentucky. There were ten children in her family, and her parents were divorced. The school nurse and counselor helped her get a hearing aid this year, and she can now hear much better. Nurses in the past had attempted to get her hearing checked, but the family would move about the time that everything was arranged for her to see a doctor or get a hearing aid from a special Kiwanis fund.

As a result of information obtained from the tests, cumulative records, and other sources, the pupils seemed to need instruction in five areas. These were vocabulary, word attack skills, comprehension, oral and silent reading, and recreational reading. Emphasis was given to the improvement of attitudes and study skills in all phases of the program.

Vocabulary. The Reading I pupils needed a review of the basic sight words and basic sight phrases. Additional work was done in basic materials in conjunction with other areas such as comprehension and oral and silent reading. Vocabulary was reviewed before each story was read in skill books such as the New Practice Readers or in literature books.

Word Attack Skills. The Botel Phonic Mastery Test results very clearly

showed those areas where specific help was needed. Many of the pupils needed work in phonics, and all seemed to need help in structural analysis.

Comprehension. Many skillbooks were available that were interesting and useful in the Reading I classes. It was important that the selections be high in interest and not too long. Comprehension needed to be stressed in all areas of the program, but some time was spent on specific exercises to improve in this area. The pupils needed a variety of materials at various instructional levels.

Oral and Silent Reading. Most of the Reading I pupils did not read well orally. Poor readers usually have less opportunity (and desire) to read in content area subjects. High-interest material at an easy level was needed for these pupils to use in small groups.

Recreational Reading. The pupils in the class did not read many books for pleasure. Most of the books in the high school library were too difficult for them, so it was important that high-interest books be made available in the reading room. Scope Magazine was used as a recreational material as well as for group instruction, and a variety of high-interest books were available for the use of the pupils to check out or to use when assignments were completed.

The bibliography contains a list of the materials and their publishers as shown in the weekly program in Figure 2. Provision was made in the weekly program to start all groups on the same materials each day. It was important for these pupils to feel that they were doing basic work along with the rest of the class. The Help Yourself to Read, Write, and Spell book contained work needed by all of the pupils. Group 3 usually needed

GRADE 9 -- Reading I

DAY	Group 1	Group 2	Group 3
MONDAY	Help Yourself to Read Write, and Spell Shadow Scope, Use Better Reading Book 1 Or Reader's Digest	→ Controlled Reader Or Scope Magazine	→ Webster Word Wheels Or Basic Sight Words Or Flash X
TUESDAY	Dimensions in Reading Listen and Read Tapes	Flash X → Or Group Tachistoscope Reader's Digest 4 Or Junior Reading For Understanding	→ Using Context B Or Following Directions B Or Working With Sounds B Or Locating the Answer B
WEDNESDAY	McCall-Crabbs C or D Controlled Reader Or Scope Magazine	→ B or C Practice Reader Or Reading for Meaning	→ A Teen Age Tales A, B, C Or Reader's Digest 2 or 3
THURSDAY	Help Yourself to Read, Write, and Spell Practice Reader C or D Or Using Context D or E Or Reading for Meaning 5 or6	→ Ladder Books Or Teen Age Tales 1-8 Or New Worlds of Literature	→ Conquests in Reading
FRIDAY	Dimensions in Reading Ladder Books Or Teen Age Tales Or New Worlds of Literature	→ Using Context C Or Following Directions C Or Working With Sounds C Or Locating the Answer C	→ Controlled Reader 2 or 3 Or Scope Magazine

Figure 2. Weekly lesson plans for grade 9, Reading I

additional help after directions had been given to the entire class. Directions for the work on any page of the various materials always included the working of several of the items with the entire group. The pupils were never assigned a page without being given this help.

After initial directions have been given, one of the three groups was called together for special help. For example, on Monday Group 1 began work at the pacers while the other pupils were working on the basic assignment. When they finished their work at the pacer, they returned to their desks to complete the assignment.

The second group worked with a student assistant who was an upper class volunteer who works in the reading program instead of reporting to a study hall. She grouped them together and showed a Controlled Reader film. Group 3 got special help at a table with the teacher in order to finish the basic assignment and then review the basic sight words using cards or the Flash X hand tachistoscope.

The rest of the week's program is outlined in Figure 2. A variety of materials and techniques was used to maintain the interest of the pupils. They were always broken into groups once the basic work has been accomplished so that instruction could best fit the needs of the pupils in each group.

The Reading I program is only as good as the teacher who is directing it. He must care for children and understand their problems. He must plan work at the level of each pupil so that progress can be made. As a result of a good teacher using materials and techniques at the level of each pupil, many of these children who entered high school with poor reading skills will be able to improve to the extent that they will

complete high school. Jim, Edith, and Shirley may not all achieve this goal, but at least somebody cares enough to try to plan the best program possible.

Work with adolescents is difficult but rewarding. A poem by Richard Armour entitled Time and Time Again helps give us a perspective to this perplexing problem.

Adolescents, though kicking and screaming,
And often with ghastly results,
In time lose the battle, becoming
The thing they've most hated: adults.

Bibliography

Materials and Publishers

Publisher	Material
Audio-Visual Research	Flash-Tachment
Barnell Loft, Ltd	Following Directions Locating the Answer Using the Context Working with Sounds
Bureau of Publications Columbia University	McCall-Crabbs Standard Test Lessons in Reading
Educational Development Laboratories, Inc.	Controlled Reader and films Flash X Listen and Read
Garrard Press	Basic Sight Words
Ginn and Company	Help Yourself to Read, Write, and Spell
Harcourt, Brace, and World	New Worlds of Literature
D. C. Heath	Teen Age Tales
J. B. Lippincott	Reading for Meaning
Popular Library, Inc.	Limited Vocabulary Editions
Psychotechnics	Shadowscope Reading Pacer
Reader's Digest Services, Inc.	Reading Skill Builders
Scholastic Press	Scope Magazine
Science Research Associates, Inc.	Better Reading Book 1 Dimensions in Reading Junior Reading for Understanding
Webster Publishing Company	Conquests in Reading New Practice Readers Webster Word Wheels